

**Goal-directed Instructional Design Plan - Patricia Polacco Book Report  
Project/Presentation**

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**Areas originally supported by UDL Frameworks**

**Areas revised/enhanced by UDL Frameworks**

1. **A problem or a need** – there must be a problem of practice or an educational need that should be addressed during the lesson.  
The educational need is to provide my students the opportunity to pick, and read, their own Patricia Polacco book. In addition, create a way to express what their book was about through a variety of genres (book report ideas).
2. **A real-world performance** – how the learning objective fit into a real-world activity or need.  
Reading and writing are important skills that people use everyday. Being creative and innovative are also skills that help people to succeed in our society.
3. **An instructional objective** – the objectives are based on the final outcome, activity or test. These objectives will each be different for the four types of knowledge; *performing skills, recalling facts, identifying examples of concepts, and applying principles*.
  - a. *Objective- Students will continue to identify the purpose of reading and writing.*
  - b. *Objective- Students will be able to successfully express their book through a variety of genres.*
  - c. *Objective- Students will be able to summarize orally what their books are about and present their genres, to the class, with a simple explanation of why they chose that genre.*
  - d. *Objective- Students will be able to use a variety of digital tools for their genres.*
  - e. *Objective- Students will be excited about reading, writing, and using digital media as a tool for expressing their voice and accomplishing this task.*
4. **A set of essential content** – the basic ideas and skills that will allow the learner to complete the task or understand the content.  
**R.CM.04.01-** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.  
**R.CM.04.02-** retell through concise summarization grade-level narrative and informational text.  
**R.CM.04.03-** explain relationships among themes, ideas, and characters within and across

texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

**R.AT.04.01-** be enthusiastic about reading and do substantial reading and writing on their own.

**W.GN.04.01-** write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot.

**W.PS.04.01-** exhibit personal style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).

**W.AT.04.01-** be enthusiastic about writing and learning to write.

**S.CN.04.02-** adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.

**S.CN.04.03-** speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations.

**L.CN.04.01-** ask substantive questions of the speaker that will provide additional elaboration and details.

**L.RP.04.01-** listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.

**L.RP.04.05-** respond to and summarize the major ideas and evidence presented in spoken messages and formal presentations.

**3-5.CI.1.-** produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folk tale, mystery, tall tale, historical fiction)

**3-5.CI.2.-** use a variety of technology tools and applications to demonstrate his/her creativity by creating or modifying works of art, music, movies, or presentations

**3-5.CC.1.-** use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle, Blackboard) and online resources for group learning projects

Nets:

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

5. **An evaluation consisting of a test or observation** – an assessment, observation or product showing that the objectives can be accomplished in the real-world setting. Students will simply summarize orally what their book was about and then present their genres to the class, explaining why they chose that specific genre. Students will have access to the rubric in the form of a paper copy, which they will be given the day the project is introduced. Students will also be able to access the rubric on the classroom website. Students will pick their favorite genre and post it to their blog. Students will have the opportunity to reflect on that genre and give positive, constructive feedback. Students will take the AR comprehension test on their specific book as well.
6. **A method to help participants learn** – the method to deliver the content; a lesson. Teacher will share the Meet the Author/Illustrator Patricia Polacco to get the students engaged about the activity: <http://www.eduplace.com/kids/hmr/mtai/polacco.html>
- Teacher will share 3 video interviews (~4 min.) of Patricia Polacco discussing Family Stories, Fire-talking, and Multicultural Citizens to further engage the students: <http://www.readingrockets.org/books/interviews/polacco/>
- Teacher will demonstrate how to navigate through Patricia Polacco's website--viewing her complete book list, activity ideas, descriptions of each book, etc.: <http://www.patriciapolacco.com/>
- Students will have sufficient time to then navigate and explore through her website; clicking on the books to see which one is most interesting to them for their presentation.
- Teacher will introduce the Book Report Helper and Plan and demonstrate how one might fill it out to make it beneficial in the guidance of the project/presentation. Using a screencast, such as Jing, the teacher will go through step-by-step, how the the Book Report Helper and Plan should be filled out.
- Teacher will introduce: <http://www.readwritethink.org/classroom-resources/student-interactives/> as a tool for organizing & summarizing, inquiry & analysis, writing poetry, writing & publishing, and learning about language for their project/presentation.
- Students will be given ample time to explore the readwritethink website and discover which tools might be most beneficial to them.
- Students that pick the same book may work together and collaborate which genres they could use to express their book. Students may collaborate and offer their ideas by posting on each other's blogs as well. By doing this, ideas and feedback could be given instantly if they are at home; students wouldn't have to wait to speak to their teammates face-to-face when they returned to school.
- As students are filling out their Book Report Helpers and Plans, students can collaborate with each other and the teacher to get more ideas and positive, constructive feedback.
- Students will create 3 genres, 2 being digital, using iMovie, Animoto, Glogster, Voicethread, Fotoflexer, Wordle, or any other social media tools that have been previously taught in class.

Genres (projects) will be shown to the teacher for feedback.

Students will post their favorite genre on their blog and students will give positive, constructive feedback on each other's pieces. Students may then revise any aspects of their genre.

- **Motivation:**

- Meaningfulness –
- Students will be able to pick their own Patricia Polacco book and display their thoughts by using their own genres as a method of expression.
- Pleasant consequences –
- They will feel a sense of ownership, knowing that they created unique and purposeful genres to express their book.
- Novelty-
- The use of digital tools will draw them in, getting them excited to read other books and think about how they could describe or express books in creative and unique ways.

- **Socialization** - Students have the opportunity to collaborate with their peers to get ideas for genres. They may also work in pairs or small groups to create a variety of genres for their specific book. Students will have the opportunity to share their favorite genre on their blog where other classmates will give positive, constructive feedback. They will have the opportunity to share their collaboration and creativity to the classroom audience through a variety of unique and digital methods.

- **Audience** – For what audience are you designing this lesson? Consider the following:

- Age- Fourth grade students
- Skill level (including technology skills)-Students must be familiar with technology and work collaboratively with their peers. Students should have adequate social skills in order to work in pairs or small groups. Students must be able to generate ideas, give details, and feedback, to others. Reading and writing skills are crucial--special resources will be in place for those students that need the extra services.
- Prerequisite knowledge (including technology background)- Students will be familiar with using the laptops in order to navigate the different websites and interactive tools online. They will be familiar with working in pairs or small groups and how that should "look." Students will be familiar with using the classroom blog and posting/embedding visuals. They must also be familiar with at least two of the technology tools such as: Animoto, Fotoflexer, iMovie, Glogster, Wordle, or Voicethread to create their digital genres.

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| <ul style="list-style-type: none"><li>• <b>Technology Needs</b> – Students will need to have access to laptops, printers, and the links to the interactive websites. They will also need access to flip cameras or digital cameras for their visual aides if needed. Students must also have knowledge on two of the following technology tools: Animoto, Voicethread, Fotoflexer, Wordle, iMovie, or Glogster.</li></ul> |